

**Confidential**

## Wyton on the Hill Primary School

### Early Years Foundation Stage Improvement Plan v 2

Start date – September 2015      Completion date – July 2016

|  |         |              |            |
|--|---------|--------------|------------|
| Plan approved by Head of Early Years Service: Gill Harrison<br>Head Teacher: Jo Phillips | Version | Date         | Created by |
|  | 1       | January 15   | LD - EYIA  |
|  | 2       | September 15 | LD - EYIA  |

**Contextual statement:**

- Wyton on the Hill Community Primary School is a smaller than average-sized primary school.
- Most children are White British
- The proportion of pupils supported through the pupil premium is broadly average at approximately a quarter of the pupils.
- The proportion of SEN is below average.
- A high proportion of children join and leave the school partway through their primary education.
- The school meets the government floor standards by the end of Year 6 in reading, writing and mathematics.
- The Overall Effectiveness Ofsted Inspection 3-4 December 2014 **Requires Improvement**
- The EYFS grading from the Ofsted Inspection 3-4 December 2014 **Requires Improvement**
- There is one EYFS class taught by one EYFS teacher and one EYFS Teaching Assistant – both new to the post September 15
- The main feeder pre-school is **Wyton Pre-school**
- The school has developing links with Wyton Pre-school and other Early Years Provision in the area the school is located

Early Years Foundation Stage Improvement Plan **Wyton on the Hill Primary School**  
**Priorities The following priorities were identified by the Ofsted Inspection.**

The LA has focused on these priorities and actions required which were identified in EYIA visits prior to the Ofsted Inspection.

|   |
|---|
| <b>Issues for Action from Ofsted EYFS Grading from the report</b>   |
| <b>Priority 1</b> - organising a wide range of stimulating and engaging activities to help children practise their reading, writing and number skills       |
| <b>Priority 2</b> - improving learning journals, so that they identify next steps for children, in all areas of learning.                                   |
| <b>Issues for Action from LA Review of the EYFS</b>   |
| <b>Priority 3</b> - Increase the effectiveness of the leadership of the Early Years Foundation Stage  |
| <b>Priority 4</b> - Improve the effectiveness of the governing body in monitoring and challenging the EYFS  |
| <b>Priority 5</b> - Ensure behaviour is consistently good at all times  |
| <b>Priority 6</b> - Develop strong links with the surrounding pre-school and childminder provision to support transition and joint professional development |

**Monitoring of progress**

Progress against this plan will be reviewed half termly at a meeting with the Head Teacher, EYFS Leader, EYFS Governor and the process will be directly fed back to the EYFS Senior Adviser of the EY Intervention Team:

- |                                      |                 |
|--------------------------------------|-----------------|
| • LA Early Years Head of Service     | Gill Harrison   |
| • LA Early Years Senior Adviser      | Annette Brooker |
| • LA Early Years Improvement Adviser | Lois Diamond    |
| • Head Teacher                       | Jo Phillips     |
| • Early Years Link Governor          | Carolyn Daines  |
| • Primary Adviser                    | Joan Beale      |

The proposed time for completing the initial RAG is end of Autumn term and then at each half term. To support the plan, the following LA personnel or LA commissioned advisers will support the setting:

| <b>Personnel</b>                                      | <b>Time allocated</b>                      |
|---|--|
| Lois Diamond – Early Years Improvement Adviser (EYIA) | Autumn Term – 2 days (plus remote support) |
|   | Spring Term – 2 days (plus remote support) |
|   | Summer Term – 2 days (plus remote support) |

Early Years Foundation Stage Improvement Plan **Wyton on the Hill Primary School**

**Priority 1: Organising a wide range of stimulating and engaging activities to help children practise their reading, writing and number skills**

Objective:

- raising teachers' expectations of what different children can achieve and providing greater challenge during writing, reading and mathematical learning experiences
- observing and checking on children's progress and learning during sessions and to use this information to clearly document and plan children's next steps
- providing enriched opportunities for children to develop skills independently in writing, reading and mathematics throughout the EYFS learning environment
- organising the learning environment to offer rich varied, imaginative and appropriately demanding experiences and is organised to promote independence

| <b>Success Criteria</b>   | <b>Milestones:</b>   | <b>RAG:</b> |
|---|--|-------------|
| <ul style="list-style-type: none"> <li>- 60% of pupils at least <b>developing</b> 40-60 months in the Prime Areas</li> <li>- 30% at least <b>secure</b> 40-60 months in the Prime Areas</li> <li>- 76% will achieve a <b>Good Level of Development</b></li> <li>- 81% will achieve <b>expected</b> or above in the Reading Early Learning Goal</li> <li>- 79% will achieve <b>expected</b> or above in the Writing Early Learning Goal</li> <li>- 88% will achieve <b>expected</b> or above in the Number Early Learning Goal</li> <li>- 88% will achieve <b>expected</b> or above in the Shape, Space and Measure Early Learning Goal</li> <li>- 85% will be <b>working within</b> in Phase 3 Phonics</li> <li>- 85% will be <b>secure</b> in Phase 3 Phonics</li> </ul> | <ul style="list-style-type: none"> <li>January 2016</li> <li>January 2016</li> <li>July 2016</li> <li>July 2016</li> <li>July 2016</li> <li>July 2016</li> <li>July 2016</li> <li>July 2016</li> </ul> |             |
| Weekly planning is established, outlines interesting and stimulating learning opportunities (and is monitored by the Senior Leadership team)  | January 2015   |             |
| Quality of teaching as judged by lesson observations, work scrutiny and data analysis will be good or outstanding   | By July 2015 All teaching in the EYFS will be judged as good or better   |             |

## Early Years Foundation Stage Improvement Plan **Wyton on the Hill Primary School**

|   |  |  |
|---|--|--|
| LA moderation of assessment validates accuracy of judgements against the developmental month bands and Early Learning Goals     | Moderation at end of March 2015<br>June 2015                             |  |
| All EYFS practitioners are confident in delivering high quality phonic sessions for all abilities within the cohort in the EYFS | 85% of cohort are on track progressively throughout the phases each term |  |
| The quality of the Learning Environment is judged as good and supports independence and provides stimulating experiences        | By November 2015   |  |

| <b>Actions</b>  | <b>Responsibility</b>   | <b>By when</b>  | <b>Resources</b>   | <b>Monitoring and evaluation process</b>  |
|---|---|---|--|---|
| Re-organise, resource and enhance the learning environment inside and out to provide greater opportunities for independent learning especially in Literacy and Mathematics. | EYFS Teacher / EYIA   | Re-organisation complete by Autumn half term<br>Resources to in identified and purchased by half term | Time in classroom (out of school hours)<br><br>EYFS Budget | EYIA / HT<br><i>151009 – New EYFS Team have increased the effectiveness and appearance of EYFS provision. It is now inviting, stimulating and fun</i> |
| Create continuous provision plans which are enhanced on a weekly bases to provide stimulating experiences   | EYFS Teacher / EYIA   | Plans in place by beginning of February   | PPA time   | EYIA / HT<br><i>151009 – New EYFS teacher creates weekly plans based on children's needs and interests</i>  |
| EYFS practitioners have opportunities to observe and teach alongside good and outstanding practitioners to support them to meet their own development targets               | EY Lead Practitioners<br>EYIA to identify other practitioners | Autumn / Spring Term  | Release time   | Visits to EYLPs   |
| Phonics sessions are taught daily with pace and rigour and have differentiated activities and resourcing for lower and more able children                                   | HT / EYFS Leader  | On-going  | Planning time / EYIA time                                  | <i>151009 – Daily phase 2 phonics sessions are taught concurrently with phase 1 phonics to strengthen listening &amp; attention skills</i>            |

## Early Years Foundation Stage Improvement Plan **Wyton on the Hill Primary School**

|  |                         |                               |  |  |
|--|-------------------------|-------------------------------|--|--|
| The resourcing of the learning environment supports opportunities to consolidate new learning in phonics throughout the week | HT / EYFS Leader        | On-going                      | Planning time / EYFS monitoring time / EYIA time | <i>151009 – In the provision is a phoneme board, with a mirror to support articulation/mouth sounds. The new phoneme is displayed daily.</i> |
| EYIA (or EYLP) to lead moderation of judgements made on every child at the end of each term                                  | EYIA, EYFS Teacher & HT | Autumn / Spring / Summer Term | EYIA & HT  | EYIA and Lead moderator  |

**Priority 2:** improving learning journals, so that they identify next steps for children, in all areas of learning.

**Objective**

- Learning journals set up and organised so they are an effective chronological record of children’s learning and development
- A review of evidence and practitioners knowledge of the individual child inform written next steps
- On-going observations and records of children’s work provide evidence of the achievement of next steps

| <b>Success Criteria:</b>   | <b>Milestones:</b>                         | <b>RAG:</b> |
|--|--|-------------|
| Systems for documenting learning (Learning Journals) provide on-going opportunities for children to reflect on their own learning and have clearly written next steps which inform planning and teaching | October 2015<br>February 2016<br>June 2016 |             |
|  |  |             |
|  |  |             |
| Parents and or carers are able to regularly review evidence of their child’s learning, are clearly informed of next steps and contribute evidence to their child’s learning journal                      | October 2015<br>February 2016<br>June 2016 |             |
|  |  |             |
|  |  |             |
| Evidence in learning journals demonstrates progress for all areas of learning and the provides evidence of the strengthening of the characteristics of effective learning                                | October 2015<br>February 2016<br>June 2016 |             |
|  |  |             |
|  |  |             |

Early Years Foundation Stage Improvement Plan **Wyton on the Hill Primary School**

| <b>Actions</b>   | <b>Responsibility</b>    | <b>Date by when</b> | <b>Resources</b>   | <b>Monitoring and evaluation process</b>  |
|--|--------------------------|---------------------|--|---|
| Set up clear systems for documenting learning and provide on-going opportunities for children to reflect on their own learning | EYFS Teacher / HT / EYIA | October 2015        | Learning Journey booklets<br>Observation recording resources<br>Time to set up | EYIA / HT<br><i>151009 – Learning Journeys contain short/long obs, photos &amp; info from home. Samples of work still to be added for some children</i> |
| Invite parents to contribute to review sheets containing children's interest and inform learning experiences from home         | EYFS Teacher / TA / HT   | October 2015        | Parent consultations<br>Parent drop-ins<br>EYFS teacher time                   | EYIA / HT<br><i>151009 – Review sheets will be provided in parent consultations / wow moments displayed in classroom</i>                                |
| Senior Leaders and the EYFS Governor review learning journals regularly  | HT / EYFS Governor       | On-going            | HT / EYFS Governor review meeting  | EYIA / HT   |
| Evidence in learning journals is used on a weekly basis to inform planning and teaching  | EYFS Teacher / TA / HT   | On-going            | EYFS Teacher / TA time   | EYIA / HT<br><i>151009 – EYFS Leader is using evidence gathered to inform planning &amp; teaching</i>   |
| Evidence in learning journals is used on a half termly basis to inform assessment  | EYFS Teacher / TA / HT   | On-goin             | EYFS Teacher / TA time   | EYIA / HT<br><i>151009 – Evidence was used to inform Baseline</i>   |

Early Years Foundation Stage Improvement Plan **Wyton on the Hill Primary School**

**Priority 3: Increase the effectiveness of leadership of the Early Years Foundation Stage by:**

**Objective:** - setting up systems to check the quality of teaching and achievement, to enable action to be taken quickly to rectify any areas of weakness

- ensure effective self-evaluation of the Early Years Foundation Stage is driving improvement.
- ensuring the Early Years Foundation Stage Leader is leading improvements
- ensuring that Governors have access to the information they need to be able to check on how well the Early Years Foundation Stage is doing.

| <b>Success Criteria:</b>   | <b>Milestones:</b>   | <b>RAG:</b> |
|--|--|-------------|
| EY Improvement Plan focus on achieving expectations of teaching and learning and that leadership responsibilities are clear  | EY Improvement plan received by HT/EYFS Leader and EYIA each term and reported on to officers holding the school to account. |             |
| Robust monitoring and self-evaluation of the EYFS ensures actions for improvement are identified and acted upon swiftly.   | Start mid Autumn Term 2015   |             |
| Rigorous and robust systems are in place to track children’s progress and attainment across the ages and stages and towards the Early Learning Goals including establishing a clear Baseline | September 2015   |             |
| Effective systems are in place to ensure each child has a smooth transition from their place of previous provision into the Reception year   | End of July – into September 2015  |             |

| <b>Actions</b>                                       | <b>Responsibility</b> | <b>Date by when</b> | <b>Resources</b> | <b>Monitoring and evaluation process</b> |
|--|-----------------------|---------------------|------------------|--|
| EYFS Teacher and Head Teacher to keep SEF up to date | HT and EYIA           | On-going            | HT time          | EYIA, HT and EYFS Link Governor          |

### Early Years Foundation Stage Improvement Plan **Wyton on the Hill Primary School**

|   |                     |             |   |   |
|---|---------------------|-------------|---|---|
| Headteacher ensures Reception data is collected, analysed and reported on clearly and effectively each half term to inform the planning of teaching   | HT and EYIA         | On-going    | EYFS Leadership time                      | HT and EYIA   |
| School website provides accurate information regarding the EYFS curriculum to parents. It outlines links with other Early Years providers, preparation activities for Year 1 and home-school learning | HT and EYFS Teacher | Spring Term | EYFS Leaders time / Technical support     | HT, EYFS Link Governor, EYIA<br><i>151009 – Additions to EYFS section of website compiled &amp; to be uploaded very soon.</i> |
| Effective Links are established between main pre-school and school to share good practice, transitional information about children and clearly presented cohort data                                  | HT and EYFS Teacher | Summer Term | HT, EYFS Leader & Pre-school Manager time | EYIA and EY HoS   |

#### **Priority 4: Improve the effectiveness of the governing body in monitoring and challenging the EYFS by**

##### **Objective:**

- developing the ability of governors in partnership with school leaders so they have a clear and aspirational vision for the Early Years Foundation Stage
- ensuring that governors hold the leadership of the school to account for the continual improvement in standards of the Early Years Foundation Stage
- making sure that safeguarding policies and procedures reflect the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage.

| <b>Success Criteria</b>  | <b>Milestones:</b>                          | <b>RAG:</b> |
|--|---|-------------|
| - EYFS Link Governor attends regular EYFS briefings and visits the EYFS class frequently | November 2015<br>February 2016<br>June 2016 |             |

### Early Years Foundation Stage Improvement Plan **Wyton on the Hill Primary School**

|   |                            |  |
|---|----------------------------|--|
| - The EYFS Link Governor is successfully involved in the self-evaluation of the EYFS  | Autumn Term 2015           |  |
| - Whole school policies adhere to the Safeguarding and Welfare requirements in the Statutory Framework for the Early Years Foundation Stage | Review in Autumn Term 2015 |  |

| <b>Actions</b>  | <b>Responsibility</b>                  | <b>By when</b>                              | <b>Resources</b>                        | <b>Monitoring and evaluation process</b>   |
|---|--|---|---|--|
| Named link EYFS governor undertakes the monitoring and challenge of the EYFS  | Governing Body                         | Autumn Term 2015                            | Governor time                           | HT, EYIA and EY Head of Service<br><i>151009 – Link Governor attended parents curriculum meeting</i> |
| EYFS Link Governor to attend termly EYFS Governor Network sessions  | EYFS Link Governor                     |   | EYFS Link Governor time                 | Governing body and EY Head of Service  |
| EYFS Link Governor to meet with Head Teacher to review self – evaluation, and actions for improvement on a half termly basis  | EYFS Link Governor and EYFS Leader     | Termly basis                                | EYFS Leader and EYFS Link Governor time | Governing body and EYIA  |
| Whole school policies are reviewed to ensure they adhere to Statutory requirements in relation to: <i>Child protection / Suitable people / Staff qualifications, training, support and skills / Key person / Staff:child ratios / Health / Managing behaviour / Safety and suitability of premises, environment and equipment / Special educational needs / Information and records</i> | HT and EYFS Leader, EYFS Link Governor | HT and EYFS Leader, EYFS Link Governor time | EYIA                                    | HT and Governing body  |

Early Years Foundation Stage Improvement Plan **Wyton on the Hill Primary School**

|   |
|---|
| <b>Priority 5: Ensure behaviour is consistently good at all times by:</b>   |
| <b>Objective:</b> - ensuring children behave in ways that are safe, understand how to stay safe and show that they feel safe<br>- fostering children's positive attitudes to learning, developing independence in making choices and supporting children's creative and critical thinking |

| <b>Success Criteria</b>   | <b>Milestones:</b> | <b>RAG:</b> |
|---|--------------------|-------------|
| EYFS practitioners modelling and questioning of children's learning supports independence and creative & critical thinking  | October 2015       |             |
| Children are able to articulate when they do and do not feel safe and actions they can take to ensure their safety.         | On-going           |             |
| Children's characteristics of effective behaviour are supporting their learning and preparing them for learning in Year One | On-going           |             |
| Documentation of learning reflects next steps for the on-going development of the characteristics of effective learning     | On-going           |             |

| <b>Actions</b>   | <b>Responsibility</b> | <b>By when</b> | <b>Resources</b> | <b>Monitoring and evaluation process</b> |
|--|-----------------------|----------------|------------------|--|
| Practitioners regularly undertake risk assessments of the provision and involve the children's own monitoring of the environment | EYFS Practitioners    | On-going       | Daily time       | EYFS Teacher, HT and EYIA                |
| Children are actively encouraged to verbalise the risks and benefits of new activities and resources                             | EYFS Practitioners    | On-going       | Daily time       | EYFS Teacher, HT and EYIA                |

Early Years Foundation Stage Improvement Plan **Wyton on the Hill Primary School**

|  |                    |          |        |  |
|--|--------------------|----------|--------|--|
| EYFS practitioners are regularly observing and recording the development of children's characteristics of effective learning | EYFS Practitioners | On-going | Weekly | EYFS Teacher, HT and EYIA<br><i>151009 – This has begun through the completion of long &amp; short obs and reflections from Baseline</i> |
|--|--------------------|----------|--------|--|

**Priority 6: Develop strong links with the surrounding pre-school and childminder provision to support transition and joint professional development**

Objective:

- To establish good working relationships through the creation of an EYFS network within the area of Wyton Primary School
- To fully support the children in the EYFS (both at pre-school and school age) within the Wyton area and ensure practice and provision meets individual needs
- To ensure a smooth transition for all children and families from pre-school and childminding provision into the Reception year.

| Success Criteria  | Milestones: | RAG: |
|---|-------------|------|
| Judgements made by professionals in both the school and surrounding pre-schools are in line with each other and the 'ages and stages' in Early Years Outcomes       | June 2016   |      |
| Agreement trialling between groups of professionals creates sample exemplification materials for 30-50months and 40-60months to use in future moderation activities | July 2016   |      |
| Professionals visit feeder settings/schools to observe children's starting points and progress in learning towards the Early Learning Goals                         | Termly      |      |
| A joint vision and ethos is established and share with the community about effective EYFS provision for all children within the area                                | July 2016   |      |

| Actions | Responsibility | By when | Resources | Monitoring and evaluation process |
|---------|----------------|---------|-----------|-----------------------------------|
|---------|----------------|---------|-----------|-----------------------------------|

### Early Years Foundation Stage Improvement Plan **Wyton on the Hill Primary School**

|   |   |                      |   |                          |
|---|---|----------------------|---|--------------------------|
| EYFS Leader to collate children's 'letters' to their key person about pre-school about what they can do now at are at school  | EYFS Leader and TA  | By December 2015     | Weekly learning time                                  | EYFS Leader, HT and EYIA |
| EYIA to liaise with EYCCAs* for surrounding pre-schools regarding joint working / moderation activities   | EYIA and EYCCAs* (Early Years and Child care Advisers)                      | November 2015        | LA Adviser time & feedback to HT, EYFS Leader         | EYFS Leader, HT and EYIA |
| EYFS Leader and TA to visit the surrounding pre-school provision and invite pre-school managers (and key people) to visit the children at school and / or key school events | EYFS Leader and TA  | Through-out the year | Time to speak with practitioners and invite to school | EYFS Leader, HT and EYIA |
| EYIA and EYCCAs to lead agreement trialling of 30-50months and 40-60months between pre-schools, childminders and school   | EYIA and EYCCAs, EYFS Leader and TA (staff from surrounding EYFS provision) | April / May 2016     | Adviser and practitioner time Venue for event         | EYFS Leader, HT and EYIA |